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ABSTRACT

This report from the Ben Hill Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 11 findings concerning enrollment, attendance, reading achievement and math achievement. Conclusions and recommendations generated from these findings are the following: (1) on most indices, the school's performance surpassed the systemwide performance levels; (2) slight modifications in the pacing of students through the math text would alleviate the slight shortcoming of the third and fourth grade progress in this area; (3) teachers in grades 1-3 should emphasize the skills that showed deficits; and (4) staff should review individual student performance reports to assess instructional needs. Descriptive statistics and test scores are presented in 16 tables. (VM)

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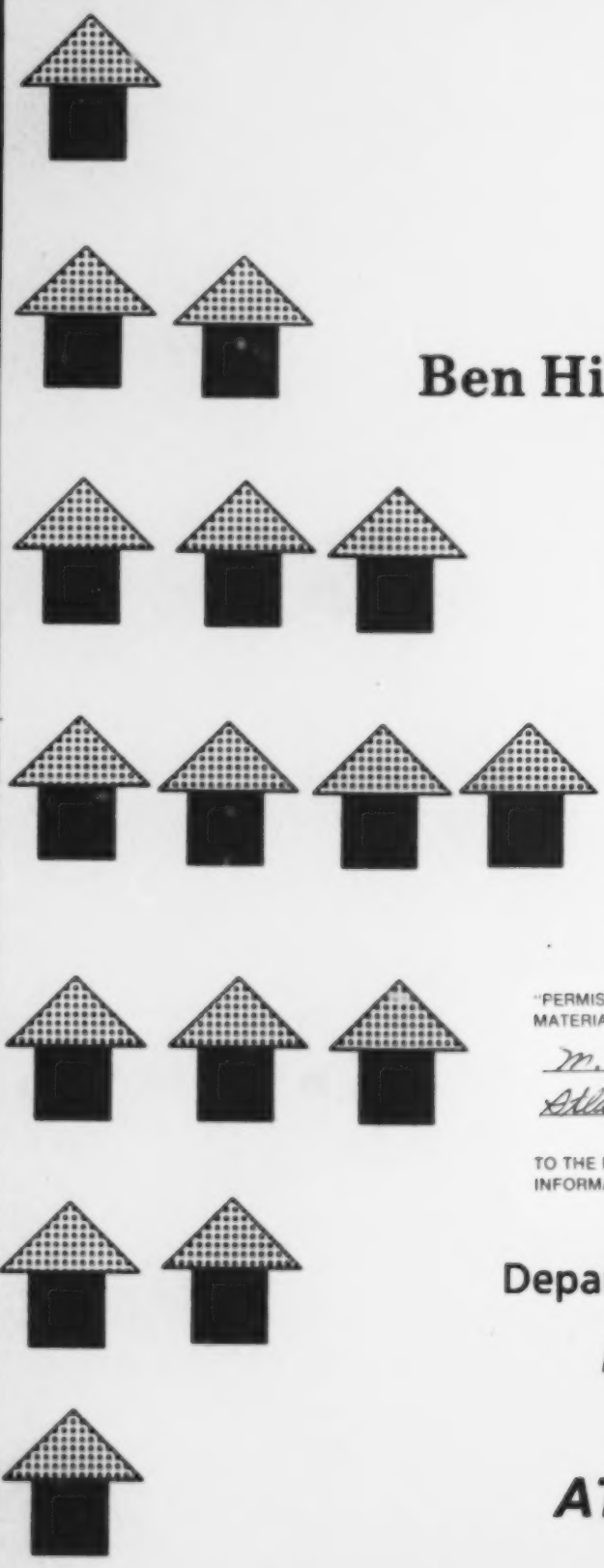

Ben Hill Elementary School
School Report
1986-87

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BEN HILL ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Nancy Amuleru-Marshall, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. Enrollment at Ben Hill has increased by 21 percent over the past two years, reaching 338 at the end of the 1986-87 academic year.

2. A lower proportion of Ben Hill students participated in the Chapter I compensatory reading and mathematics program than in elementary schools systemwide.

3. Students entering kindergarten at Ben Hill were more likely to have had at least six months of day care experience than were students entering the Atlanta Public Schools (APS) elementary schools across the system. This is reflected in kindergarten students' basal progress at Ben Hill, in which 97 percent completed and mastered the basal, Getting Ready to Read, compared with only 76 percent of kindergartners systemwide.

4. The student mobility rate at Ben Hill increased slightly from the 1985-86 school year to the 1986-87 school year. The current rate nonetheless continues to be lower than the systemwide rate.

5. The pupil attendance rate was slightly higher at Ben Hill than in elementary schools systemwide. The staff attendance rate was virtually the same as the staff rate systemwide.

6. In grades 1-5, the system goal for the basal reading and mathematics programs was that at least 50 percent of the students at each grade level would complete the amount of material designated by the publishers as the expectation for one academic year.

   a. In reading, all grades met the system goal.

   b. In mathematics, grades 1, 2, and 5 met the goal. While grades 3 and 4 did not meet the goal, most of the students completed 11-12 of the expected 13 chapters.

7. As part of the standardized testing program, kindergartners were administered the California Achievement Tests (CAT) and students in grades 1-5 were administered the Iowa Tests of Basic Skills (ITBS). The goal was that at least 50 percent of the students in each grade and in the total school score at or above the national norm.

   a. The kindergarten students met the goal in both reading (90 percent) and mathematics (93 percent). In both areas, their performance was significantly better than the performance of kindergartners systemwide.

b. In reading, grades 1, 2, and 4 met the goal.

c. In mathematics, grades 1, 2, 3, and 4 met the goal.

d. Grades 2 and 4 were administered the social studies and science subtests of the ITBS as part of the state testing program. Ben Hill second graders performed significantly better than did second graders systemwide and statewide. Ben Hill fourth graders performed lower in social studies and equivalent in science to fourth graders systemwide and statewide.

e. Schoolwide (grades 1-5), 56 percent of the students scored at or above the national norm in reading and 70 percent did so in mathematics.

8. When comparing the gains made on the ITBS from 1986 to 1987 by Chapter I students with non-Chapter I students, the data indicate that, schoolwide, Chapter I students made greater gains. However, when viewing the data by grade level, Chapter I students in grade 1 mathematics and grade 5 reading did not make the gains made by students not served in the Chapter I Program.

9. On the Georgia Criterion-Referenced Tests in grade 1, Ben Hill students achieved mean scale scores in reading and in mathematics which surpassed the mean scale scores of first graders systemwide and statewide in both reading and mathematics.

   a. The reading objectives on which Ben Hill performance was lowest were:

      -- Matches beginning and ending sounds, matching letters, rhyming words.

      -- Selects letters representing beginning and ending sounds and single vowel sounds.

      -- Recognizes explicitly stated main ideas, details, sequences of events, and cause-effect relationships.

   b. The mathematics objectives on which Ben Hill performance was weakest were:

      -- Recognizes elements of sets.

      -- Determines amounts of money.

10. On the third grade GCRT, 98 percent of Ben Hill students passed the reading test and 92 percent passed the mathematics test on the first administration. The Ben Hill pass rate exceeds the statewide rate in reading and equals the statewide rate in mathematics.

    a. Areas of relative weakness in reading were:

       -- Recognizing explicitly and implicitly stated main ideas, details, sequences of events, and cause-effect relationships.

       -- Interpreting semantic relationships.

b. Areas of relative weakness in mathematics were:

- Identifying sets of points and their relations and properties.
- Determining amounts of money.
- Applying customary or metric units to measure length, volume, weight, time, and temperature.

11. A greater percentage of Ben Hill students was promoted at each grade level than in corresponding grade levels systemwide. This is reflective of minimum skill performance, on which Ben Hill students had a higher mastery rate than did students systemwide. All students in grades K and 4 were promoted. (Note: There appears to be a discrepancy between the kindergarten promotion rate of 100 percent and the basal progress, which indicates that two students did not complete and/or master Getting Ready to Read.)

CONCLUSIONS

Overall, academic achievement at Ben Hill continued to be commendable, as indicated by basal progress, norm-referenced test performance, and criterion-referenced test performance. On most indices, Ben Hill's performance surpassed the systemwide performance levels.

RECOMMENDATIONS

1. Progress in the mathematics basal at grades 3 and 4 was just short of the system goal. Slight modifications in the pacing of students through the mathematics text would probably make the difference easily achievable.

2. Staff at all grades should review the 500 reports in order to assess the level of skill mastery which students attained. The basal data in this report for grades 1-5 do not reflect mastery levels.

3. There are particular skill deficits which appear on both the first and the third grade GCRT. Teachers in grades 1, 2, and 3 should place special emphasis on these objectives.

4. While grouped data provides good diagnostic information in a general sense, it is the individual test report which yields the most useful instructional information. Therefore, staff should carefully review the individual student performance reports on the CAT, ITBS, and GCRT to assess instructional needs.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 23, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

BEN HILL ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	317	284	263	279	338	59	21.1	21	6.6
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	14.5	76	1654.0	72
LOAD EXEMPT	4.5	24	640.2	28
TOTAL	19.0	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	31	9	5542	15
COMPENSATORY MATH	35	10	4850	13
K-GARTEN - APS DAY CARE	1	2	877	15
K-GARTEN - NON-APS DAY CARE	44	69	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	19	30	2652	45
FIRST GRADE - APS K-GARTEN	48	77	5801	89
FIRST GRADE - NON-APS K-GARTEN	12	19	627	10
FIRST GRADE - NO K-GARTEN	2	3	123	2
PUPIL-TEACHER RATIO	23.3		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	48	14	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	103	30	10469	28
MOBILITY INDEX:				
1984-85	.18		.29	
1985-86	.19		.30	
1986-87	.23		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		97.3		94.9
1985-86		97.2		95.1
1986-87		96.2		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		94.4		93.3
1985-86		94.6		94.0
1986-87		94.5		94.9

8/17/87

BEN HILL ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		-
SCHOOL	79	100	59	98	60	68	57	95	86	100	8	63
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-7	4	-5	10	1	1	9	11	8	12	0	

8/14/87

.BEN HILL ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL			1	2	1	2	59	97	61
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
BEN HILL ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines				
		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	7.5	83	56	66
	System	9	6.3	70	24	6469
02	School	6	6.0	100	100	49
	System	6	5.6	93	68	5635
03	School	6	5.8	97	85	55
	System	6	5.1	85	50	5233
04	School	4	3.5	88	63	52
	System	4	4.1	103	77	4974
05	School	4	3.9	98	80	55
	System	4	4.0	100	78	4508

7/08/87
BEN HILL ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	12.1	93	88	68
	System	13	11.7	90	61	6894
02	School	13	12.8	98	82	49
	System	13	12.0	92	63	5770
03	School	13	11.2	86	38	55
	System	13	11.5	89	51	5265
04	School	13	12.2	94	46	52
	System	13	11.1	85	43	4974
05	School	13	11.5	88	73	55
	System	13	11.0	85	43	4814

Ben Hill Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	51	60	50	86	90	94	93	--	575
System	6,069	5,939	50	58	68	76	78	--	532

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Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		37	65	50	59	58	-1
02		53	49	50	62	67	5
03		48	54	50	46	44	-2
04		52	52	50	60	73	13
05		36	53	50	47	36	-11
	School Total	226	273	50	55	56	1
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		37	65	50	86	78	-8
02		53	49	50	77	92	15
03		48	54	50	54	69	15
04		50	52	50	40	63	23
05		36	53	50	56	45	-11
	School Total	224	273	50	62	70	8
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

BEN HILL ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	31	65	71	6	31	90	90	0
	MEAN GE	2.7		2.4	3.4	1.0		2.7	3.5	0.8
03	PERCENT	50	38	63	50	-13	38	76	79	3
	MEAN GE	3.7		3.0	3.8	0.8		3.3	4.2	0.9
04	PERCENT	50	40	50	75	25	40	63	68	5
	MEAN GE	4.7		3.8	5.2	1.4		4.1	5.2	1.1
05	PERCENT	50	43	60	35	-25	41	44	49	5
	MEAN GE	5.7		4.9	5.1	0.2		4.6	5.5	0.9
SCHOOL TOTAL										
	PERCENT	50	152	59	57	-2	150	67	70	3
	MEAN GE			3.5	4.7	1.2		3.6	4.7	1.1
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Ben Hill Elementary

SOCIAL STUDIES

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	84	2.7	3.5	4.2	4.8
04	64	50	61	62	54	4.7	5.3	5.3	4.9

SCIENCE

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	78	2.7	3.0	3.2	4.1
04	64	50	66	62	65	4.7	5.6	5.4	5.6

09/22/87

BEN HILL ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	2	30	3	29	9	43	11	38	1	24					26	38
		1987		51		47		46		51		19						48
		GAIN		21		18		3		13		-15						10
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	4	48	34	58	38	58	34	51	47	52					157	54
		1987		46		65		50		55		42						52
		GAIN		-2		7		-8		4		-10						-2
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

BEN HILL ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	1	32	5	42	10	52	11	39	3	22					30	42
		1987		15		58		45		48		16						45
		GAIN		-17		16		-7		9		-6						3
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	5	50	32	76	37	69	34	58	43	49					151	62
		1987		57		75		59		61		48						60
		GAIN		7		-1		-10		3		-1						-2
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
BEN HILL ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	38	84	71	79	63	79	92	89	87	69	68	217
	1987	64	92	70	78	75	88	88	91	84	80	88	220
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		8	-1	-1	12	9	-4	2	-3	12	20	3
DIFF. SCHOOL-SYSTEM (1987)			13	5	10	14	10	7	10	2	16	18	9
DIFF. SCHOOL-STATE (1987)			8	-6	3	16	11	3	11	3	20	19	8

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	38	95	92	82	84	95	92	84	68	87	87	100	89	97	82	95	218
	1987	64	95	98	88	81	78	92	84	77	92	93	91	92	97	84	94	217
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		0	6	6	-3	-17	0	0	9	5	-4	-9	3	0	2	-1	-1
DIFF. SCHOOL-SYSTEM (1987)			8	10	17	1	0	-1	16	0	10	2	7	7	4	7	11	6
DIFF. SCHOOL-STATE (1987)			5	7	9	0	-2	2	16	6	8	2	6	1	2	2	12	4

09/11/87
BEN HILL ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	49	33	6	33	18	31	16	20	20	215	96
	1987	53	19	4	17	13	2	6	4	6	223	98
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-14	-2	-16	-5	-29	-10	-16	-14	8	2
DIFF. SCHOOL-SYSTEM (1987)			-13	-6	-20	-17	-8	-8	-17	-2	15	8
DIFF. SCHOOL-STATE (1987)			-3	-3	-8	-11	-5	-4	-12	1	9	4

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	49	45	27	4	4	29	51	35	22	35	22	41	27	209	90
	1987	53	15	19	45	6	36	32	15	8	9	13	2	11	217	92
SYSTEM	1987	4948	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-30	-8	41	2	7	-19	-20	-14	-26	-9	-39	-16	8	2
DIFF. SCHOOL-SYSTEM (1987)			-10	-18	-14	-25	-7	-13	-27	-9	-11	-10	-10	-9	12	6
DIFF. SCHOOL-STATE (1987)			-2	-11	-8	-20	-4	-4	-17	-9	-5	-6	-7	-5	7	0

8/03/87

BEN HILL ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	100	100	100	100	100	100	98	100	100	100										10	61
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	3	1	7	2	8	8	9	4	5	2										1	
01	SCHOOL	88	91	89	88	91	91	91	88	91	89	91	89	88	91	86					13	65
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	-4	6	5	-1	9	7	8	7	9	0	7	2	-2	-4	-8					0	
02	SCHOOL	98	100	98	98	98	98	98	98	100	98	98	100	100	100	100					15	50
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	9	6	10	10	10	10	12	9	9	11	10	10	7	7	6					2	
03	SCHOOL	98	98	98	98	98	96	96	96	98	98	96	96	95	100	96	100	100			17	55
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	8	10	8	10	9	7	10	9	5	7	9	7	9	9	9	7	7			2	
04	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					15	52
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	7	7	8	7	8	7	10	8	8	8	8	8	7	8	6					1	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	19	55
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	6	6	7	6	6	6	7	6	6	7	6	7	7	8	7	7	6	6	1	

8/03/87

BEN HILL ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	98	98	98	98	98	97	95	95	95	97	93									11	60
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	0	3	4	4	4	2	1	2	3	1	6									1	
01	SCHOOL	97	93	94	96	91	88	91	94	91	94	90	93								11	67
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	-1	-5	-2	3	-1	-3	4	6	3	4	0	2								0	
02	SCHOOL	100	100	100	100	98	98	100	100	98	100	100	100	98	98	98					15	49
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	3	4	7	7	7	6	7	5	6	4	5	5	5	6	8					1	
03	SCHOOL	100	98	98	98	98	98	96	98	98	98	96	98	98	98	96	98	98			17	55
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	6	4	7	5	9	9	8	9	6	8	8	9	8	8	7	10	10			2	
04	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100				16	52
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	6	8	5	7	9	10	8	7	9	8	11	9	8	9	10	12				1	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			17	54
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	6	6	7	8	7	8	8	10	9	7	11	9	9	11	10	13	13			2	

7/08/87 BEN HILL ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	61	100.0		.0		.0	61
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	58	87.9		.0	8	12.1	66
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	48	98.0		.0	1	2.0	49
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	50	90.9	2	3.6	3	5.5	55
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	52	100.0		.0		.0	52
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	52	94.5	3	5.5		.0	55
	System	4,136	92.2	220	4.9	129	2.9	4,485